NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

047 Edward W. Kilpatrick

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School: School: EDWARD W. KILPATRICK
Chief School Administrator: DONNIE W. EVANS	Address: 295-315 Ellison Street
Chief School Administrator's E-mail:DEVANS@PATERSON.K12.NJ.US	Grade Levels: Pre-K-3
Title I Contact: Marguerite Sullivan	Principal: Derrick Hoff
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: dhoff@paterson.k12.nj.us
Title I Contact Phone Number: 973-321-1000	Principal's Phone Number: 973-321-0331

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ ___107,500.00___, which comprised ___57___% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ ___87,000.00___, which will comprise ___48___% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1,3	Job embedded professional development to build teacher capacity	Salary	$21,726.00
School Based Literacy Supervisor Benefits			Benefit	$2,040.00
School Based Math Supervisor Salary	1,2	Job embedded professional development to build teacher capacity	Salary	$21,573.00
School Based Math Supervisor Benefits			Benefit	$4,865.00
School Based Bil/ELL Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$14,178.00
School Based Bil/ELL Supervisor Benefits			Benefit	$5,428.00
School Based SPED Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$14,008.00
School Based SPED Supervisor Benefits			Benefit	$5,288.00
School Based Data Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	$4,002.00
School Based Data Supervisor Benefits			Benefit	$1,483.00

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Derrick Hoff	School Staff--Administrator	X	X	ON FILE	
Maria Francisco	School Staff--Administrator	X	X	ON FILE	
Anna Verrone	School Staff—Intervention Teacher	X	X	ON FILE	
Dana LaGarde	School Staff—Computer Teacher	X	X	ON FILE	
Amy Perry	School Staff—Bilingual, LEP	X	X	ON FILE	
Kari Fortich	School Staff—Kdg. Teacher	X	X	ON FILE	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
June 3, 2014	Principals' Office	Comprehensive Needs Assessment	X		X	
June 4, 2014	Principals' Office	Schoolwide Plan Development	X		X	
June 11,2015	Principals' Office	Program Evaluation	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?

  Our purpose is to promote collaboration between staff, parents, and students to achieve academic excellence. We strive to create a safe environment, which fosters the development of responsible, caring students who are lifelong learners that are prepared to meet the challenges of a culturally diverse society.

- What are our expectations for students?

  Students come in ready to maximize their potential on their path to lifelong learning. As well as skills and knowledge, they cultivate positive self-concept, understanding and respect for others.

- What are the responsibilities of the adults who work in the school?

  Every individual will acknowledge, accept, and promise to keep our commitment to ensure social justice and high achievement for all students.

- How important are collaborations and partnerships?

  When families, schools, and community institutions collectively agree upon their goals and decide how to reach them, everyone benefits. Schools enjoy the informed support of families and community members, families experience many opportunities to contribute to their children's education, and communities look forward to an educated, responsible workforce. Benefits accrue to the staff of schools as well. They can observe boosts in morale, heightened engagement in their work, and a feeling that their work will net results.

- How are we committed to continuous improvement?

  We are committed to a continuous process of improvement that articulates the vision of our school. We will remain flexible and vigilant in developing a collaborative school wide strategy to achieve our yearly target goals. We will maintain rich and detailed data of students' performance to implement future improvement efforts.

What is the school's mission statement?	**Our Future Begins with Education.**

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   Over 90% of the plan was implemented by all school and community stakeholders.

2. What were the strengths of the implementation process?

   ELA & Math grades K -4 student growth from fall administration to spring administration was achieved by 90% of the student

   population.

3. *What* implementation challenges and barriers did the school encounter?

   Adding Pre-K and several retirements to staff members to whom serve our sub groups impacted student growth and fidelity of

   services.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Staff, job embedded PD and PLC focused on priority problems that impacted student achievement.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   *The **buy in** by all stakeholders was achieved as a result of parent meetings, Back to School Night and an end of the year "parent activities". These events provided parents information such as expectations and goals for 2014-2015 as the school is reconfigured from K-5 to Pre-K-4. As a result, parents were confident and secure that the school was going above and beyond in educating their child.*

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   Staff was proud of the notion that the student growth over the past 3 years verified that our efforts and trust in being open minded to research based instructional practices allow us to not be identified as a "Focus" or "Priority" school. A staff survey was conducted in February 2015.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   That educating the children of Kilpatrick was our primary focus. A parent and student surveys were conducted in February 2015.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

   IFL Units in ELA & Math, Writers Workshop, Comprehension Clubs & Wordly Wise. Whole group instruction inclusive Multiple Response Strategies to be followed by centers activities that are scaffold base on student data.

9. How did the school structure the interventions?

   Intervention blocks were embedded in teacher's schedules for 40 minutes every day. Star data and teacher made assessments provided on-going information in identifying what students were in need of intervention. As a result, interventions took place in the center activities designed to address the student weakness.

10. How frequently did students receive instructional interventions?

Interventions were receiving interventions every day in ELA & math during center activities for a minimum of 40 minutes.

11. What technologies did the school use to support the program?

Parent Link, District Newsletter, Cable TV, district web page and school web page.

12. Did the technology contribute to the success of the program and, if so, how?

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	50	N/A	PARCC Enrichment Program Diagnostic classroom interventions (based on Star Reading and Unit Assessments) during center activities.	Embedded in the lesson plans and observed during spot observations, Star Data, Star instructional planning provided diagnostic interventions per student. The instructional strategies (multiple responses) were targeted for student's weaknesses in ELA during center activities.

Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	57	N/A	PARCC Enrichment Program Diagnostic classroom interventions (based on Star Math and Unit Assessments) during center activities.	Embedded in the lesson plans and observed during spot observations, Star Data, Star instructional planning provided diagnostic interventions per student. The instructional strategies (multiple responses) were targeted for student's weaknesses in Math during center activities.
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A			
Kindergarten	23	17	Diagnostic classroom interventions (based on Star Early Literacy and Unit Assessments) during center activities.	Interventions implemented during ELA & Math centers were diagnostic based on Star Early Literacy. All scale scores in Star increased from fall to spring in 85% of students.
Grade 1	17	15	Diagnostic classroom interventions (based on Star Early Literacy and Unit Assessments) during center activities.	Interventions implemented during ELA & Math centers were diagnostic based on Star Early Literacy and Star Math. All scale scores in Star increased from fall to spring in 80% of students.
Grade 2	32	36	Diagnostic classroom interventions (based on Star Reading and Unit Assessments) during center activities.	Interventions implemented during ELA & Math centers were diagnostic based on Star Reading & Math. All scale scores in Star increased from fall to winter in 80% of students.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A			
Kindergarten	21	15	Diagnostic classroom interventions (based on Unit Assessments) during center activities.	Interventions implemented during Math centers were diagnostic based on Unit assessment. All scores based on common core standards increased from fall to winter in 60% of all students.
Grade 1	9	23	Diagnostic classroom interventions (based on Star Math and Unit Assessments) during center activities.	Interventions implemented during Math centers were diagnostic based on Star Math results. All scale scores in Star increased from fall to winter in 65% of all students.
Grade 2	24	36	Diagnostic classroom interventions (based on Star Math and Unit Assessments) during center activities.	Interventions implemented during Math centers were diagnostic based on Star Math. All scale scores in Star increased from fall to winter in 80% of all students.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	literacy/Gen Ed., Students with Disabilities & ELL (K-1)	Intensive Early Literacy ✓ Small group instruction Comprehensive early literacy assessments	YES	Differentiated learning tasks Writing portfolios, Early Literacy Assessments (STAR &Unit Assessments) Class summary STAR Reports.	Increase knowledge of vocabulary, comprehension & writing skills. *Increase of students at benchmark or above in ELA as follow:* *Grade Unit 1 Unit 4* *Kdg 37% 79%* *1 53% 72%*
Math	Math/Gen Ed., Students with Disabilities & ELL (Gr. 4)	Successmaker	YES	Class summary Reports, Star Math, Unit I to Unit 5	Based on IPM (pre-test) all students including all sub-groups increased proficiency levels at a minimum of 15%.
ELA	literacy/Gen Ed., Students with Disabilities & ELL (K-1)	Wilson (CEIS)- Phonics Inventory	YES	Pre/Post Assessments, Literacy Assessment	Scale scores rose by 75% in Gen.Ed. ; 60% rise for ESL students.
ELA	literacy/Gen Ed., Students with Disabilities & ELL (K-4)	IFL ELA Units	YES	Spot observations, lesson plans & teacher instructional feedback sessions	*Increase of students at benchmark or above in ELA as follow:* *Grade Unit 1 Unit 4* *2 44% 40%* *3 28% 36%* *4 23% 19%*

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
Math	Math/Gen Ed., Students with Disabilities & ELL (K-4)	IFL Math Units	YES	Spot observations, lesson plans & teacher instructional feedback sessions Class summary STAR Reports.	*Increase of students at benchmark or above in MATH Reading as follow:*		
					Grade	*Unit 1*	*Unit 4*
					1	*60%*	*58%*
					2	*24%*	*44%*
					3	*55%*	*40%*
					4	*28%*	*36%*
ELA	literacy/Gen Ed., Students with Disabilities & ELL K-4	Writers Workshop		Spot observations, lesson plans & teacher instructional feedback sessions Class summary STAR Reports.	*Increase of students at benchmark or above in STAR Reading as follow:*		
					Grade	*Unit 1*	*Unit 4*
					Kdg	*37%*	*79%*
					1	*53%*	*72%*
					2	*24%*	*40%*
					3	*32%*	*36%*
					4	*14%*	*19%*
ELA	literacy/Gen Ed., Students with Disabilities & ELL	Comprehension Club	YES	Spot observations, lesson plans & teacher instructional feedback sessions Class summary STAR Reports.	*Increase of students at benchmark or above in STAR Reading as follow:*		
					Grade	*Unit 1*	*Unit 4*
					Kdg	*37%*	*79%*
					1	*53%*	*72%*
					2	*24%*	*40%*
					3	*32%*	*36%*

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
					4	*14%*	*19%*
ELA	literacy/Gen Ed., Students with Disabilities & ELL Grade 3-4	Worldly Wise	YES	Class summary STAR Reports.			
Math							
ELA							
Math							

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	GRADE 3 & 4	PARCC Enrichment Program-2 hour after school program- Preparing for computer based assessment	**Yes**	Pre/post tests	70% of the students demonstrated an increase in using reading strategies such as visualizing and making connections for comprehension.
Math	GRADE 3&4	PARCC Enrichment Program-2 hour after school program- Preparing for computer based assessment	**Yes**	Pre/post tests	70% of the students demonstrated an increase in using reading strategies such as visualizing and making connections for comprehension.
ELA	GRADE 3&4	Extended Day Summer Program(reading & math)	Yes	Attendance data Pre/Post Test Data Teacher observation	Transfer students with high mobility rates need this supplemental program to address gaps in skill sets Better understanding of real-life applications of measurement and geometry Increase in oral reading fluency as evidenced in improvement in phrasing 95 % rise in STAR-post tests proficiency in language arts 95 % rise in STAR post tests proficiency in Math
ELA					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	GRADE 1	CEIS-Scaffold Instruction	Yes	Pre/Post assessments Wilson Foundation	Grade 1 students tested only 3 met benchmark (all referred to I&RS)
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	literacy,ELL, Sp.Ed. Teachers	New Teacher Evaluation Teacher Evaluation Rubric, SGO & SGP Summative Conference	Yes	Grade level meetings agendas & minutes. PD- Sign In Sheets	99% of staff will be familiar with the new teacher evaluation; rubric, SGO & SGP and its implementation will be aligned to AchieveNJ.
Math	Math/literacy,ELL, Sp.Ed. Teachers	New Teacher Evaluation Teacher Evaluation Rubric , SGO & SGP Summative Conference	Yes	Grade level meetings agendas & minutes. PD- Sign In Sheets	99% of staff will be familiar with the new teacher evaluation; rubric, SGO & SGP and its implementation will be aligned to AchieveNJ.
ELA	literacy,ELL, Sp.Ed. Teachers	IFL	Yes	Embedded in the lesson plans and observed during spot observations, Star Data, Star instructional planning provided diagnostic interventions per student. The instructional strategies (multiple responses) were targeted for student's weaknesses in ELA during center activities.	Student Growth in Star Early Literacy & Reading measured by Fall, Winter & Spring scale score increased in Grades K-4 by +60.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Math,ELL, Sp.Ed. Teachers	IFL	Yes	Embedded in the lesson plans and observed during spot observations, Star Data, Star instructional planning provided diagnostic interventions per student. The instructional strategies (multiple responses) were targeted for student's weaknesses in Math during center activities.	Student Growth in Star Math measured by Fall, Winter & Spring scale score increased in Grades 1-4 by 50 points.
ELA					
Math					
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Parent and Student Survey	All	Needs assessment	Yes	Survey Monkey	25% of all parents participated in the survey.
Parent Workshop	All		Yes	Agendas Parent Sign In sheets Photos	ParentLink data/responses will increase by 25% Parent attendance sign in sheet Increase in the number of parent volunteers
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA					
Math					

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	*PARCC* *Stars* *Unit Assessments*	*Increases of 2014 PARCC proficiency in Grade 3 by 5%.* *Student Growth in scale score will average:* *K +50 Points (ELA Star)* *1 +55 points (ELA Star)* *2 +50 points (ELA Star)* *3 +55 point (ELA Star)* *Increase by 3% in scores in grades K-2 specifically phonics and oral reading fluency for students.*
Academic Achievement - Writing	*Unit Assessments, Early Literacy, Star Reading , ELA , Running Records, Curriculum/pacing guides, SLO's & PARCC*	**<u>Portfolios</u>**: *a wider teacher use of rubrics resulted in a better understanding on the part of students in using rubrics to guide writing and an improvement in writing as evidenced in writing portfolios. Primary grades are doing a much better job in this area due to the development and employment of more student friendly rubrics.* *Students Scale Score will increase an average in Kindergarten + 50*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Students Scale Score will increase an average e in Grade 1 +50 *Students Scale Score will increase an average in Grade 2 +45* *Students Scale Score will increase an average in Grade 3 +45*
Academic Achievement - Mathematics	*SuccessMaker* *Running Records* *Unit Assessments*	*Successmaker: student levels of growth increased by 10% after IPM assessment. All Students (in all sub-groups) who participated on the Successmaker program have increased mastery of grade level content since the beginning of the 2015 school year.* *Increase of students at benchmark or above in ELA as follow:* *Grade Unit I Unit 5* *Kdg Baseline +25%* *1 Baseline +25%* *2 Baseline +25%* *3 Baseline +25%*
Family and Community Engagement	*Back to School Night* *Report Card Night* *Parent Meeting*	*Back to School Night 85% of all parents attended the September event. Teachers and school leadership discuss with parents in regards to school procedures and homework policy.*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Report Card Night: Overall the building average 80% parent participation based on parent sign-in sheets PK-3 and all sub-groups. *Parent meeting / workshops attendance will increased from 20 parents (2014) to 30 in attendance. Important information will be disseminated for parent review.*
Professional Development	*IFL –ELA & MATH* *Writer's Workshop* *Comprehension Club* *Wordly Wise* *FOSS Science*	*Content Supervisors and PD 360 will provide job embedded professional learning during weekly grade level meetings. SLO's and Units are reviewed by leadership and documented on the lesson plans. Meeting agendas, sign in sheets and walkthroughs in Media X will serve as evidence.*
Leadership	*Learning Walks/ Spot Observations* *School Improvement Committee Panel*	*Lesson Plans* *Teacher observations/Evaluations* *Grade level meetings/Data Analysis* *The committee establishes the agendas for grade level meetings in creating a common language as it relates to student data. The committee is responsible for the following areas: student data analysis, providing additional PD support w/ job embedded consultants, planning, and shared decision-making. Leadership has high expectations for staff and staff responds accordingly.* *School Improvement Panel meets regularly (2 times a month) to discuss/analyze data and school wide issues, develop action plans to address critical academic concerns, and to examine school processes.*
School Climate and Culture	*Student of the Month, Honor Roll,*	*Number of discipline reports decreased by 65%.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	NJASK Perfect Scores, Halloween Parade and Safety Patrol, Climate Survey 2014-2015	*Monthly Suspension reports decrease by 60% in 2015 year.*
School-Based Youth Services	*Conduct Reports, Unit, and Star and teacher assessments.*	*CST Monthly Meetings* *Guidance Counselor/ I&RS Meetings* *Faith Based Partnership*
Students with Disabilities	*PARCC, Unit Assessments, SuccessMaker, and STAR*	*Student progress monitoring and student corrective action plans in Grades K-3 resulted in a 2% increase in students' growth percentiles.*
Homeless Students	*I&RS Services, Guidance Department , Faith Based Partnership, Paterson Board of Social Services and Paterson Health Center*	*In 2014-2015, two families were referred to Passaic County Board and Social Services and were provided assistance.*
Migrant Students		
English Language Learners		
Economically Disadvantaged		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   We Implemented 4 steps, such as; planning and organizing, data collection, coding and summarizing the needs assessment results, committee meetings, common planning periods, faculty, and parent meetings thus sharing the results to find trends to identify problems. Also, surveys, interviews, academic achievement assessment data and observations help to complete the needs assessment

2. What process did the school use to collect and compile data for student subgroups?

   Information was obtained from STAR, Quarterly Benchmarks and PARCC. It can include variables such as gender, ethnicity, whether they are special education students or English language learners. Performance Matters is an online management system to collect early reading skills assessment data (for grades K-3) and to create reports that can be divided into subgroups. The district has also made available online tools such as SuccessMaker and Star Assessments that will allow us to analyze data from state testing for grades K to 3 and all subgroups.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   Progress monitoring and SGO's validates student growth.

4. What did the data analysis reveal regarding classroom instruction?

   Quality of classroom instruction was aligned to IFL Units but academic vocabulary & rigor are in need of improvement.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   Targeted areas of concern are addressed: content driven PD and student engagement (QSAC) are also improving with embedded PD. Student assessments and portfolio data were analyzed in order to determine which skills needed to be addressed.

6. How does the school identify educationally at-risk students in a timely manner?

   Grade K-3Early Literacy/Star Reading/Math, Unit assessment, PARCC (January 2016) and, SuccessMaker are analyzed to identify academic strengths & weaknesses. Office referrals also serve to inform I&RS team when a student's behavior become a "root cause" and impacts students achievement.

7. How does the school provide effective interventions to educationally at-risk students?

   *Students who fall into the **At Risk** groups are provided with Intervention support in class as well as in additional blocks of time during special area blocks. Their progress in literacy is monitored on a weekly basis and instruction is adjusted according to the students' needs and mastery. In class differentiation, small group instruction, and one in class support teacher provides **At Risk** students with assistance.*

   Resource teachers are provided for math and language arts at some grade levels to address the needs of the at risk/special needs students and those who are not at a benchmark level, but need strategic support to achieve mastery of necessary skills.

   *There are students at risk in **24 Math** in grades 2-3 and **42 students** at risk in language arts in grades 2-3.*

   Extended day programs are provided to address students who fall short of achieving academic success due to our high (35%) mobility

8. How does the school address the needs of migrant students?

9. How does the school address the needs of homeless students?

   Make referral to faith based church (AME) and Board of Social Services in Paterson.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    ScIP Committee, Data Management Committee and grade level planning periods are used to analyze and distribute disaggregated assessment results (state and district) to teachers to review and to gain teacher input as it relates to interventions and student achievement.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The Gold Assessment System is used in the transition process between pre-school and kindergarten.

> *Opportunities for kindergarten teachers and pre-school teachers to visit one another are available. These visits facilitate smooth transitions between preschool and kindergarten. Professional development opportunities are available for training in areas such as curriculum (Creative curriculum/Paterson Public School Curriculum), effective use of data from assessments and observations.*

> *Kindergarten teachers receive transition folders from Preschool centers for children enrolled in those programs. The folders include information such as the following:*

- *Gold Assessment Data*
- *Creative Curriculum Continuum Individual Child Profile*
- *Literacy Prompt Form*
- *Work Sample Prompt Form*
- *Child Progress and Planning Report (Creative Curriculum)*

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

> *Multiple data sources were analyzed for common trends in students learning modalities aligned with teachers daily instructional practices. Student Absence periods were compared to district pacing chart delivery of instruction schedule for certain skills. Analysis of <u>who</u> missed <u>what</u> and <u>when</u> is necessary to determine if mobility is a major factor for the low PARCC scores. For example, if division is first introduced in the period between December and January of third grade and this period is a high transfer Out/In period, then it can be said that mobility impacts the scores.*

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	**Reading comprehension, especially in analyzing text**	Number Sense, Operations and Properties

Describe the priority problem using at least two data sources	Although progress is being made at certain grade levels, language arts scores could be improved. There are no advanced proficient scores**.**
	Reading comprehension, especially in analyzing text, is the area that needs to be addressed within the curriculum.
	
	Analyzing Text scores:
	
	 NJASK 2014 scores:
	   Grade 3 20.0%
	   Grade 4 12.1 %
	   Grade 5 20.0 %
	
	STAR Reading as follow:
	
	Grade Unit 1 Unit 4
	*Kdg **37%** 79%*
	1 53% 72%
	*2 **24%** 40%*
	*3 **32%** 36%*
	*4 **14%** 19%*
		Star Math & NJASK
		
		NJASK 2014 scores:
		   Grade 3 24.0%
		   Grade 4 31.8%
		   Grade 5 50.0%
		
		Star Math at/or above benchmark:
		   Grade 1 42%
		   Grade 2 44%
		   Grade 3 40%
		   Grade 4 36%

Describe the root causes of the problem	A high number of students who live in two worlds of language serve as a root cause of this problem. Student mobility in terms of frequent transfers in and out also contributes to this issue. English language learners struggle with comprehending and analyzing passages due to challenges in terms of exposure to Tier II Vocabulary. The resulting inability to read fluently leads to slower reading rates, which in turn affects the ability to complete timed assessments, therefore, producing lower scores.	Introduction to two of the operations are presented only in third grade/Multiple strategies possibly not in use.
Subgroups or populations addressed	General education students LEP students Sp Ed students	All Subgroups
Related content area missed (i.e., ELA, Mathematics)	Language arts: Analyzing text	Number Sense, Operations and Properties

Name of scientifically research based intervention to address priority problems	Vocabulary:	
	Academic Words	Revised math schedules by adding 45 minute intervention period during center activities (K-5) based on Star instructional plan for each student.
	Students need to be taught Tier II Academic Vocabulary in order to understand what is being asked of them in assessment questions. This needs to be explicitly taught. These Academic Words can (1)become part of the reading vocabulary assessment, (2) become an integral part of direct instruction and daily literacy language, (3) included in stations/centers, (4) be included in daily/weekly drills, (5) be used consistently to identify literacy tasks.	Miller, B. S. W. (1999). *Opinions of teachers regarding the effects of educational technology in the elementary classroom.* Greeneville, TN: Tusculum College.
	TRACKING: End of Marking period measurement of growth in terms of understanding the meaning of these words and the ability to implement a task that is written in academic terminology can be developed and assessed at each grade level according to appropriate levels of vocabulary.	Use of problem solving as a foundation of mathematics-National Research Council(2001) Newmann, Bryk and Magaoka (2001) Smith, Lee and Newmann (2001) Heirbert (1996,1999) NCTM 1989,2000
	Coxhead, 2000	
		Fuchs, D. Fuchs, L.S. (2005). *Enhancing mathematical problem solving for students with disabilities. Journal of Special Education, 39(1), 45-47.*
	Context Clues	
	Strategies to use Context Clues must become part of direct instruction. *Building Vocabulary* by Isabel Beck can be used by literacy teachers to formulate strategies in this area.	
	TRACKING: Word attack stations/centers can be developed which provide opportunities to track progress on a monthly basis by creating personal word walls where students can track each word they have defined using context clues.	
	Beck, McKowen, Kucan, 2002	

	Decoding multisyllabic word	
	Automaticity/Multisyllabic words	
	This strategy serves to enable intermediate students who lack sufficient phonics skills to read multisyllabic words. Reading passages are developed expressly for older students using age appropriate and high interest content.	
	TRACKING: Assessments within the program determine when students have reached each level of mastery. These are student specific and track <u>when</u> the student has achieved each level, not <u>if</u>. A student moves at his/her own differentiated pace, assuring that each level is completely mastered before moving on to the next. (5 weeks)	
	Levy, Nicholls, Kroshen, 1993;Greenwood, Delquadri, & Hall, 1989; Rosenshine & Meister, 1994; Stevens, Madden, Slavin, & Famish, 1987	
	<u>Correlation between fluency and comprehension</u>--- Farstrup & Samuels, 2002; Foorman & Mehta, 2002; LaBerge & Samuaals, 1974	
	Comprehension: **Draw Inferences and Conclusions** **Summarizing** **Main idea/details**	
	The following instructional practices can be employed during reading instruction and are measured through Star, Running Records, and SRI.	

	TRACKING: Literacy teachers can also track progress during guided reading sessions with <u>once a month</u> written assessments whereby students create Outlines of leveled selections. National Assessment of Educational progress (NAEP) 2002 Pressley and Wharton-McDonald 1997; Williams 1998	
How does the intervention align with the Common Core State Standards?	NCCS at all levels in language arts address fluency, vocabulary, and comprehension.	

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parent/ Community Involvement	
Describe the priority problem using at least two data sources	Need to maintain/ increase parental involvement at school events.	
Describe the root causes of the problem	Root Causes of the problem: 1. Parents work during or after school hours and are unable to visit school. Some parents have more than one job. 2. Parents do not see the need to get involved if child is doing well. 3. Parents have a fear of not being able to contribute. 4. Lack of language and reading skills.	
Subgroups or populations addressed	Parents/ Community, All students	
Related content area missed (i.e., ELA, Mathematics)	ELA-Math	
Name of scientifically research based intervention to address priority problems	National Center for Culturally Responsive Educational Systems. (2008, March). *Building collaboration between schools and parents of English language learners: Transcending barriers, creating opportunities.* Retrieved August 13, 2008, from http://www.nccrest.org/Briefs/PractitionerBrief_BuildingCollaboration.pdf Sheldon, S.B. (2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. *Urban Review*, 35(2), 149-166.	
How does the intervention align with the Common Core	N/A	

State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Grades K-4 Gen.Ed., ELL & Students with Disabilities)	Writers Workshop	K-4 Teachers ELA Content Supervisor, VP & Principal	+50 points increase in scale scores for 80% of students in Star Early Literacy and Star Reading.	Duke, N., & Pearson, P.D. (2002). "Effective practices for developing reading comprehension." In A.E. Farstrup & S. Jay Samuels (Eds.) What Research Has to Say About Reading Instruction (3rd ed; pp. 205-206). Copyright © 2002 by the International Reading Association. www.reading.org. Vaughn, S., Wanzek, J., Murray, C. S., Roberts, G. (2012).Intensive interventions for students struggling in reading and mathematics: A practice guide. Portsmouth, NH:RMC Research Corporation, Center on Instruction.
ELA	Grades 3-4 Gen.Ed., ELL & Students with Disabilities)	Worldly Wise	3-4 Teachers ELA Content Supervisor, VP & Principal	+50 points increase in scale scores for 60% of students in Star Reading.	Duke, N., & Pearson, P.D. (2002). "Effective practices for developing reading comprehension." In A.E. Farstrup & S. Jay Samuels (Eds.) What Research Has to Say About Reading Instruction (3rd ed; pp. 205-206).
ELA	Grade 4	Comprehension Club	Grade 4 Teachers ELA Content	+50 points increase in scale scores for 60% of students in Star Reading.	

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
			Supervisor, VP & Principal		
ELA	Grades K-4 Gen.Ed., ELL & Students with Disabilities)	IFL	K-4 Teachers ELA Content Supervisor, VP & Principal	+50 points increase in scale scores for 60% of students in Star Reading.	IES National Center for Education, Evaluation and Regional Assistance (2007, October) How teacher professional development affects achievement.
Science	Grades K-4 Gen.Ed., ELL & Students with Disabilities)	FOSS Kits	K-4 Teachers Content Supervisors, VP & Principal	20% increase	
C.E.I.S.	ELA & MATH	Grade 1 Gen.Ed.,	Grade 1 Teachers Content Supervisors, VP & Principal	Pre & Post in addition to increase in scale scores for students in Star Reading and Star Math.	Duke, N., & Pearson, P.D. (2002). "Effective practices for developing reading comprehension." In A.E. Farstrup & S. Jay Samuels (Eds.) What Research Has to Say About Reading Instruction (3rd ed; pp. 205-206). Copyright © 2002 by the International Reading Association. www.reading.org. Vaughn, S., Wanzek, J., Murray, C. S., Roberts,

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) _strengthen the core academic program in the school_;					
					G. (2012).Intensive interventions for students struggling in reading and mathematics: A practice guide. Portsmouth, NH:RMC Research Corporation, Center on Instruction.
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Extended Day After School Program	ELA & Math	Grade 3	Principal, Vice Principal & Content Supervisors	Pre & Post	IES National Center for Education Evaluation and Regional Assistance. (2007, June). *Evidence-based decision-making: Assessing reading across the curriculum interventions.* Retrieved August 13,, 2008, from http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf
Extended Day Summer Program	ELA & Math	Grade 3 Teachers	Principal, Vice Principal & Content Supervisors	Pre & Post	IES National Center for Education Evaluation and Regional Assistance. (2007, June). *Evidence-based decision-making: Assessing reading across the curriculum interventions.* Retrieved August 13,, 2008, from http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA					
Math					

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
IFL Units	ELA & Math	K-4 Teachers	Principal, Vice Principal & Content Supervisors	70% of all teachers will achieve a proficient I or proficient II on Standard 1 of the teacher practice summary report in June 2015.	IES National Center for Education, Evaluation and Regional Assistance (2007, October) How teacher professional development affects achievement.
Teacher Evaluation	All	K-4 Gen Ed., Sp.Ed. & ELL	Principal, Teachers, School Improvement Panel , District Content Supervisor	100% of all teachers will have a confident understanding of the new evaluation.	IES National Center for Education, Evaluation and Regional Assistance (2007, October) How teacher professional development affects achievement.
Provide explicit instruction and supportive practice in the use of effective comprehension strategies throughout the school day	ELA	Students as Risk	ELA teachers	1. Readers will monitor their own comprehension. 2. Students will use a variety of active cognitive strategies. 3. Evidence of consistent improvement in students' reading comprehension. 4. Progress Monitoring after six weeks	Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J. Francis, D. J, Rivera, M. O., Lesaux, N. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Implementation of National Core Standards Phoneme segmentation activities, guided reading *(Reading Buddies). Students in upper grades will read to lower grades in order to increase motivation for reading and increase reading rate for fluency.	ELA	K-4 Gen Ed., Sp.Ed. & ELL	Teacher, Principal, Data Management Committee, District LAL Director & Interdisciplinary Coach.	Administrative evaluation of lesson plans Administrative Spot Observations Star Early Literacy & Reading Assessments (Student Growth Percentile) 10% Reduction of Partially Proficiency in Grade 3-5 ELA and all sub groups. Students Portfolios Grade K-4	IES National Center for Education, Evaluation and Regional Assistance (2007, October) How teacher professional development affects achievement. Duke, N., & Pearson, P.D. (2002). "Effective practices for developing reading comprehension." In A.E. Farstrup & S. Jay Samuels (Eds.) What Research Has to Say About Reading Instruction (3rd ed; pp. 205-206). Copyright © 2002 by the International Reading Association. www.reading.org. Vaughn, S., Wanzek, J., Murray, C. S., Roberts, G. (2012).Intensive interventions for students struggling in reading and mathematics: A practice guide. Portsmouth, NH:RMC Research Corporation, Center on Instruction.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
On-site Instructional Teams consisting of one content area Supervisor of LAL, MATH, SPED and ELL, will provide consistent and data driven support for the instructional programs at each of the non- categorized school. In addition, a Data Supervisor, PD Coordinator, a Data Assessment Supervisor, and two NCLB Supervisors will collaborate to support the principals in analyzing programmatic and operational data to inform effective and engaging instruction in each classroom. The Supervisory team members will also conduct both long and short observations.	All students	All content areas	The On-site Instructional Supervisor Teams Principals NCLB Supervisors	Lesson Plans Agendas Sign in Sheets STARS Assessment Unit Assessments , NJASK Walkthroughs, Observations, Lesson Plans, STARS Assessment Unit Assessments , NJASK	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http:// ies.ed.gov/ncee/wwc/publications/practiceguides. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http:// ies.ed.gov/ncee/wwc/publications/practiceguides Marzano: Classroom Instruction that Work Systematic vocabulary instruction pg. 123-124 Daniel Pink: A Whole New Mind Partnership For 21st Century Skills
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

2. What barriers or challenges does the school anticipate during the implementation process?

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

6. How will the school structure interventions?

7. How frequently will students receive instructional interventions?

8. What resources/technologies will the school use to support the schoolwide program?

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Provide a separate response for each question.

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Parent Volunteers (field trip chaperones, parties, guest readers.)	All areas	Parents	Principal, teachers, parents, students	Sign-in sheets, pictures, other documentation, ParentLink	Sheldon, S.B. (2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. *Urban Review*, 35(2), 149-166.
Back to School & All Report Card Nights	All Areas	Parents	Parent Liaison Administration/staff	Minimum 50% of parents will attend. Parent Sign in Sheets ParentLink	Sheldon, S.B. (2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. *Urban Review*, 35(2), 149-166.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the

   comprehensive needs assessment?

   The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement.

2. How will the school engage parents in the development of the written parent involvement policy?

3. How will the school distribute its written parent involvement policy?

4. How will the school engage parents in the development of the school-parent compact?

5. How will the school ensure that parents receive and review the school-parent compact?

6. How will the school report its student achievement data to families and the community?

   All school data is posted outside the main office, Home School Council Meetings and ParentLink.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

   (AMAO) for Title III?

8. How will the school inform families and the community of the school's disaggregated assessment results?

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   The plan will be introduced at the October Home School Council Meeting.

10. How will the school inform families about the academic achievement of their child/children?

Back to School Night, Home School Council Meeting and all data posted on Principals' bulletin board outside the main office.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	27 of 27 100 % NA	State of NJ requires that all certificated staff be High Qualified in their field of discipline.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	9 of 9 100% 0	State of NJ requires adequate college course work or passing score on ParaPro test
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible